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CHARACTERISTICS OF LOW-ACHIEVING, LOW SELF-CONCEPT JUNIOR HIGH SCHOOL STUDENTS AND THE IMPACT OF SMALL GROUP AND INDIVIDUAL COUNSELING ON SELF-CONCEPT ENHANCEMENT AND ACHIEVEMENT.

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THE PURPOSE OF THIS EXPERIMENT WAS TO EXPLORE WAYS TO COUNTERACT THE NEGATIVE AND UNFAVORABLE PARENTAL APPRAISALS OF LOW-ACHIEVING JUNIOR HIGH SCHOOL STUDENTS WHICH REINFORCE THEIR NEGATIVE SELF-CONCEPTS AND IMPAIR THEIR ABILITY TO ACHIEVE. A 1-YEAR COUNSELING PROGRAM WAS DEVELOPED TO COUNTERACT THE NEGATIVE PARENTAL INFLUENCE THROUGH THE POSITIVE INFLUENCE OF SCHOOL GUIDANCE COUNSELORS. TWENTY-FIVE LOW-ACHIEVING STUDENTS WERE CHOSEN AS THE EXPERIMENTAL GROUP WHILE 25 WERE DESIGNATED AS CONTROLS. VARIOUS QUESTIONNAIRES WERE ADMINISTERED TO DETERMINE PROBLEM AREAS. THE INDIVIDUAL COUNSELING STRATEGY WAS TO MAKE CLEAR TO THE STUDENT WHY HE WAS BEING COUNSELED AND TO ESTABLISH CONFIDENCE IN THE COUNSELOR'S ABILITY TO BE HELPFUL. THE COUNSELORS ALTERNATELY ADVISED, LISTENED, AND ATTEMPTED TO MAKE THE STUDENT REFLECT ON HIS OWN PROBLEMS. COUNSELING SESSIONS OCCURRED ONCE EVERY 10 DAYS AND LASTED UP TO AN HOUR. SMALL GROUP SESSIONS WERE CONDUCTED DURING THE SECOND HALF OF THE YEAR. IT WAS FOUND THAT DESPITE COUNSELING THE EXPERIMENTAL GROUP HAD LOWER SELF-CONCEPTS THAN THE CONTROL GROUP, HAD LOWER GRADES, CONSIDERED GRADES LESS IMPORTANT, AND FELT THAT TEACHERS THOUGHT LESS OF THEM. THIS OUTCOME SUGGESTED THAT THE COUNSELING MERELY PLACED MORE PRESSURE ON THE STUDENT TO ACHIEVE, AND THUS UNWITTINGLY ADDED TO THE DETRIMENTAL EFFECTS OF PARENTAL DISAPPROVAL. (DK)

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A. Purpose and Objectives of Study

1. Purpose: Briefly stated, this experiment was designed to explore the possibility of counteracting the impact of continuing interaction with significant others (usually parents) who make low or unfavorable comments and appraisals of the student's ability.

2. Objective: Specifically, our objective was to explore the possibility of changing negative self-concepts of ability and thus achievement under circumstances where it would theoretically be unlikely to occur without the creation of some new "significant" person in the life of a student--in this case the counselor. The intent was to assist the student to see himself and his abilities through the eyes of the counselor rather than through his parents' eyes.

B. Experimental Design

The experiment began with a total of fifty low-achieving students, each of whom had one or more significant others in his family who he perceived as holding a low image of his ability and concomitment low expectations of his academic efforts. The experimental and control groups included those students in one school who met the following criteria: 1) below average achievement over an extended period; 2) below average self-concept of ability; 3) significant others with whom they interacted regularly who were perceived as holding low images of ability and low expectations regarding school achievement. Twenty-five were randomly selected for individual and group counseling designed to encourage a more positive self-concept. The remaining twenty-five served as a control group, which received no counseling. Both groups lost two or three students over the course of a year because of unavoidable circumstances.

The usual pre- and post-test data on the students' self-concepts of ability, perception of significant others' images, and achievement were obtained on both treatment and control groups to allow for analysis of change.

C. The Over-all Counseling Plan

1. Primary objectives: Essentially, the writer sought to establish the kind of relationship with his counselees which would encourage them to re-evaluate their current concepts of self. The aim was to assist them toward more positive self-evaluation.

2. The counseling setting: Picture in your mind a small, non-ventilated, 8 X 8 brick-walled room formerly used as a school storage area and you have a quick concept of the "setting". Hardly the most ideal, but the only space available in an already over-crowded school. Breathing what seemed to be pure carbon dioxide after only a little time had lapsed did not, unfortunately, enhance the counseling process. There were times, particularly in group sessions, when everybody seemed to yawn at once. However, we joked about it, made the best of it, and, in the writer's judgment, the "setting" itself had nothing to do with the results one way or the other.

3.. Counseling aids: Several things were done to assist the writer in getting information about his counselees. 1) A simple informational questionnaire was administered to identify essential factual data; e.g., father's occupation, outside interests, subjects liked best and least, etc. (results in subsequent tables); 2) in order to help identify problem areas, the Mooney Problem Check List and the SRA Youth Inventory were administered early in the game; 3) the California Psychological Inventory and the Maslow Security-In-security Inventory were administered on a pre- and post-test basis to analyze extent of psychological change. (Results in subsequent tables); 4) each individual and group session was tape recorded and typed to assist the writer in keeping a running record of what went on, why it went on, and to give him ideas and approach strategies for future sessions.

4. The counseling strategy: From day one, the writer endeavored to create a tolerant, empathic atmosphere where mutual trust and confidence could exist. A deliberate effort was made in the beginning to establish a purpose for our relationship. Several tacts were taken to make this purpose clear: 1) the writer admitted to each of them, during the initial individual interviews, that he knew that the student hadn't done very well in school and that he knew the student was concerned about this; 2) he also suggested to all of them that they could probably do better in school and that he was interested in assisting them in that direction because he thought they were capable of improving; and 3) the writer explained that he was going to be their counselor for the year and that perhaps, together, we could work on ways and means for enhancing school performance. (If this sounds like a cold, mechanical process, be assured that it was not. Some youngsters were encouraged more or less than others depending on the writer's total assessment of how far they could go and how much encouragement they could stand without it seeming pretty unrealistic in the face of what they had done in the past.)

   a. Counseling style: The writer by no means played a single counselor role. Depending on the moment, the topic, and the youngster, the writer at various times was listener, interpretor, or reflector. For the most part, his role in these counseling sessions was neither passive nor unassuming.

      The youngsters were called out of whatever class they happened to be in in order to come to the counseling sessions. Ideally, the writer would have liked to have done more with them in out-of-school settings, but the intent was to be as much like a regular school

counselor as possible in order to discuss findings in terms of what actual school counselors should or should not do to enhance self-concept.

b. Individual sessions: For the first half of the school year each youngster was seen individually about once every ten days for sessions lasting anywhere from one-half to one hour. Starting with the assumption that one must feel like an adequate personality before he can feel like an adequate academician, the focus in the beginning was not just on school and grades. Although they knew the writer was there to help them improve their academic progress, our initial interviews covered the broad waterfront of their in- and out-of-school concerns. It was soon apparent to the writer that the majority of these youngsters had terrible, knawing doubts about their abilities to ever do very well in school. As one ninth grade girl put it, "I'm the dumbest person in the world--I just know it."

Individual sessions moved from concerns the youngsters had generally to concerns they had specifically about school and teachers. Home and parents particularly, were sources of conflict and ambivalence. Many, seventeen to be exact, were troubled by a lack of direction (which they saw as lack of concern) from their parents. Only six mentioned that their parents had encouraged them to shoot for specific vocational goals. (See Table III.)

In summary, individual sessions covered a wide range of concerns. The youngsters were seen often in the early stages and the writer endeavored at this time, particularly, to become "important" in their lives.

c. Group sessions: During the last half of the school year, the youngsters came to sex-separated counseling sessions in groups of five or six. They were divided into groups on the basis of information provided by the psychological test batteries and by the writer's insights to that time. Essentially, each group was made up of members who seemed to reflect similar problems and outlooks.

One main purpose of these group sessions was to provide an exposure opportunity so these youngsters could begin to see that "they were not alone" in how they felt about self, school, parents, and teachers. A second purpose was to give them an opportunity, under the guidance and direction of a benign adult, to express publically the feelings and concerns which were discussed in individual sessions. Many of these youngsters fit very well Fromm's concept of "loneliness". After one particularly out-spoken catharsis session in which they discussed school and teachers, one boy stopped afterwards and said, "Hell, I thought I was the only one in school who thought he wasn't very bright." For some, to discover that their peers had some of the same nagging fears they were experiencing themselves was a great revelation.

We did a variety of things via small groups. On several occasions we spent time simply discussing what study habits worked best. The writer endeavored to give them specific hints for how to study better, how to read a book more effectively, etc. With only two exceptions, both girls, none of these youngsters had any concept about what good study habits were, nor did they have any systematic study plan they followed.

On another occasion an auto mechanic was brought for group sessions with the boys. The objective here was simple: expose the boys (since so many wanted to be mechanics) to a young 24 year old filling station auto mechanic, who felt the same way when he was going to school as they did currently. The writer and the mechanic conducted a casual two-way conversation, during which time the mechanic reflected on his past experiences in school and how he hated it, avoided it, and learned little. He spoke of the trouble he currently has supporting a family and his difficulty getting a job because he "goofed off" in high school. He murdered the King's English, dressed in humble clothing, but came through to these boys loud and clear. When he talked, they listened. In the discussion which followed between him and the boys, he reflected the kind of insights into what makes guys like these tick that the writer wished he had more of. At no time did the writer ever say, "Boys, this is how you'll end up if you don't study." The message was intended to be a more subtle one. The mechanic told them point blank that they would have a harder time in life itself, if they didn't get the most out of school, but the writer did not add to this. One thing we have learned from self-concept research is that strong pressure is not condusive to changing people.

The girls were presented with two different kinds of models. On both occasions they were female college students--one a girl who had experienced knawing self-doubts while going through high school and another who was a campus beauty queen. On both occasions the writer and each of the girls carried on casual conversations about girl's high school experiences, the importance of doing as well as

possible in school, etc. The writer drew out of each girl the things that worried her about school, e.g., exams, certain teachers, study time. As it turned out, each of these obviously successful young ladies had many of the same self-doubts and concerns that the ninth grade girls were having. Again, the message was intended to be a subtle one. Don't blurt out, "See, they feel just the way you do about things in spite of their success." Rather, it came through on a low pressure frequency. The writer chose these outside people deliberately and knew in advance what they would say and how it would mesh with the conscious concerns of these youngsters.

On other occasions, we took tours of the Michigan State University campus. The objective was to expose them to an academic setting which the writer openly admired. This was toward the end of the school year and the writer wanted to be both subtle and obvious about his positive feelings about school and learning.

D. Academic and Social Characteristics of Experimental Group as Measured Before Treatment

1. Judgments about courses: As indicated on Table I, math, social studies, and English are the courses which turn up as being "hardest" and "disliked" most. It is interesting to note that the courses "liked most" and "easiest" are those which involve little or no reading, but which do demand manual skills or physical dexterity.

2. Outside school interests: As shown on Table II, half of the boys like to work on either real or model cars. The girls were spread out over a wider range, but four of them choose sports activities of one kind or other. None of these youngsters mentioned outside interests which were academically related. As a matter of fact, only six of them had ever read a book (novel) from cover to cover.

3. Parents' vocational plans for them: Seventeen out of the twenty-three youngsters either had parents who said, "Do what you want.", or who said nothing at all about vocational goals. As demonstrated on Table III, only six could recall that their parents had ever suggested a specific vocational goal for which to shoot.

4. Assessment of own study habits: As shown on Table IV, not a single youngster could say his study habits were excellent. On a four point assessment scale from poor to excellent, seventeen youngsters could admit to only "fair" study habits. Only six could admit that their study habits were at least "good".

5. Plans for after high school: On Table V, we find that five boys and four girls plan to go to college. At the time this inventory was administered, not a single one of them had the kind of academic record to encourage them in this direction. Most of them, however, were more realistic about their vocational goals.

6. Fathers' occupations: Table VI is self-explanatory, but it is interesting to note in passing that only six of the fathers fall into the "white-collar" category.

E. Psychological Characteristics of Experimental Group

1. Results from Mooney Problem Check List: As shown on Table VII, the highest percentage of scores for both boys and girls was in "Adjustment to Schoolwork". No other single category stands out so strongly for both groups. This check list was used primarily to guide individual and group counseling sessions.

2. Maslow Security-Insecurity Pre-Post Tests: As indicated on Table VIII, a sign test used with obtained decile scores indicates a trend for more

boys than girls to move in the direction of feeling less secure. Of those who didn't change their decile position, two were in the insecure range, one in the average range, and one in the very secure range. Overall, the picture is one of average to low average security.

3. California Psychological Inventory Pre- Post-Test: As brought out on Table IX, there was a trend for experimental group scores on Dominance (aggressive, persistent, confident), Capacity for Status (ambition, active, forceful), and Good Impression (outgoing, sociable, warm) all went down. Scores on Communality (moderate, tactful, patient, sincere), and Flexibility (insightful, informal, rebellious, cynical), both went up. As one looks at these results, plus the direction of the other scores, the overall portrayal is one of a student who seems to be generally less aggressive, persistent, outgoing, and stable, but more moderate, conscientious, appreciative, and realistic.

In general, the composite picture we look at is a toned-down and quieter blend of colors than it was when initially painted.

F. Comparison of Experimental and Control Groups on Measured Variables

1. Changes in self-concept: Tables X and XI both indicate that the experimental group came out of the year moving in the direction of lower self-concepts than the control group.
2. Changes in perceptions of importance of grades: This tended to go down in both groups, but the experimental group's judgment about the importance of grades was significantly lower at the end of the year than it was at the beginning. Although there was no significant difference between the two groups, it indicates that the experimental group saw grades as even less important than the control group.

3. Changes in GPA: Over a one-year period there was no significant difference between the control and experimental groups although the trend toward higher grades favored the control group. (Tables X and XI.)

4. Changes in perceptions of how their parents see them: Both groups thought that their parents had less favorable perceptions of them at the end of the year. No significant differences between the two groups. (Table XI.)

5. Changes in perceptions of how their teachers see them: The results indicate that the control group felt that their teachers had a more positive image of them than the experimental group. The difference between the two groups' perceived image of teachers was significant. (Table XI.)

G. The School

The school is an attached elementary and junior high, grades K-9. Junior high is separate from the elementary, however; the population is about half white and half Negro. The majority of students would fall in the upper-lower and lower-middle class range. The building itself is old, classrooms hot and outdated. Like many schools, it's overcrowded.

H. Students' Year-end Evaluation of the Counselor

This, conceivably, is the most important variable of all--yet it is the most intangible. If the writer hoped to become "significant" to these students, then the thing that mattered most was his relationships with them. For the most part, the relationships were good, solid bonds--some stronger than others. Those who were defiant, hostile, and suspicious of adults to begin with were the toughest to reach. One boy, in particular, didn't give an inch all year. One girl lost her enthusiasm for our meetings when the group sessions started. Her anger was similar to a child's reactions when parents bring home a new baby.

Results of the six objective questions are listed in Table XII. The students filled the evaluation out in the writer's absence, but let us quickly admit that when one puts his name on something like this it does make a difference.

I. Discussion

A conclusion can be simply stated: What we wanted to happen didn't. What did happend to our treatment group?

1. Came out with a trend toward lower self-concepts than control group.
2. Regarded grades as even less important than at beginning.
3. Trend toward lower GPA than control group.
4. Felt that teachers thought even less well of them than at beginning.
5. Became generally less aggressive, less secure, and more moderate, conscientious, and realistic.

Why did these trends emerge? There are several feasible explanations, not the least of which is that one school year is hardly adequate time for definite, lasting changes to occur. But we can learn from what happened. Picture twenty-three low-achieving, low-self concept students who suddenly have introduced into their lives a friendly, (he tried to be) but non-school related adult who professes a great interest in their school work and claims to want to assist them in their academic efforts. He not only wants to assist, but is aggressive in doing so. Unlike the majority of student-counselor relationships, he asks to see them and even calls them out of class. Imagine, if you will, a hospital full of hypochondriacs. Let's say an outside M.D. chooses at random twenty-three of the worse cases in a hospital so he can work intensively with them in an effort to make them see that "they're really not sick". Chances are very good that they would not only refuse to get better, but they would get a little worse. What does this suggest? It

suggests that the doctor (or the counselor) by his very entrance into the lives of twenty-three hypochondriacs (or low self-concept, low-achieving students) is going to make them feel, perhaps, even sicker (or dumber) than they thought they were--particularly since a doctor (or counselor) wants to help them get better (or improve their grades). After all, don't doctors (counselors) help patients (students) who are sick (doing poorly) get better? (do better?)

The point should be clear. All of a sudden a "counselor" comes into the lives of a group of low self-concept, low-achieving youngsters and begins a program of aggressive counseling. In spite of the best efforts to make the total experience a low-pressure operation, perhaps we unwittingly made it seem to the youngsters like a high-pressure attack and violated the well-known psychological principle, which suggests the greater the pressure the less the change. In a sense, then, maybe what we did was to serve to reinforce what they already believed about themselves (I'm dumb, I can't) by coming in from the outside and suggesting in both subtle and direct ways that they were capable of doing better.

There is an interesting paradox here that might possibly have been at work. The closer the relationship the writer had with any given youngster, the more threatened that youngster felt about his work and, subsequently, the more pressure he felt to change--to suddenly blossom into the good student. Rather than have time or energy to identify with the writer's values, a given student would be too busy trying to justify a relationship he liked in spite of it being threatening. The fact is the writer and 95 per cent of the group <u>did</u> have a good relationship. The fact also is that the relationship, rather than make them <u>more</u> secure, tended to make them feel even less secure.

What does all this suggest at this stage of the game? Number one, it suggests that the M.D. might have gotten further with the hypochondriacs if he had never mentioned "sickness". In the same tone, the counselor might have gotten further with low-achieving, low self-concept students if he had never mentioned "grades". Number two, it suggests that there are some apparent risks in an outsider moving too directly into a student's life-space. Perhaps the people already in a youngster's life have the most strategic advantage and we should work aggressively through them.

In any case, the project is not completed and over another year's time there may be even more unanticipated changes. This 1963-64 academic year, for example, the writer is seeing very little of the experimental group. As demonstrated by another segment of the total self-concept project, the most important people, as ever, continue to be mother and dad.

Table I

JUDGMENTS ABOUT COURSES THEY TAKE MADE BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

14 Boys' Selections Courses	Number in Each Category: Liked Most	Disliked Most	Is Easiest	Is Hardest
Math	4	7	3	8
Social Studies	1	8	2	8
English	3	8	2	8
Gym	4	0	6	1
Art	2	1	3	2
Shop	3	0	2	0
Band	2	0	2	0
Printing	2	0	1	0
Typing	1	1	1	0
Science	1	2	1	1
Cafe	1	0	1	0

9 Girls' Selections Courses	Liked Most	Disliked Most	Is Easiest	Is Hardest
Math	4	2	3	3
Social Studies	1	5	1	3
English	2	2	1	3
Foreign Language	2	2	0	4
Vocal Music	2	1	2	0
Art	0	0	1	0
Drama/Speech	2	0	2	0
Band	1	0	1	0
Home Making	1	0	0	0
Gym	0	0	1	0

Total for 14 Boys + 9 Girls	Liked Most	Disliked Most	Is Easiest	Is Hardest
Math	8	9	6	11
Social Studies	2	13	3	11
English	5	10	3	11

Table II

OUTSIDE SCHOOL INTERESTS MENTIONED BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

Outside School Interest	Boys (14)	Girls (9)
Sports Activities	2	4
Working on Model or Real Cars	7	
Tropical Fish	1	
Collecting Coins and Stamps	3	
Painting		1
Knitting		1
Collecting Records		1
No Interest Specified	1	2

Table III

ANSWERS TO, "WHAT VOCATION DO (OR DID) YOUR PARENTS WANT YOU TO FOLLOW?" BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

My parents have said:	Boys (14)	Girls (9)
I should do whatever I want to do.	1	5
I should aim for a specific vocation.	3	3
The parents have said nothing to the child that has had any apparent impact.	10	1

Table IV

ASSESSMENT OF STUDY HABITS BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

My Study Habits Are:	Boys (14)	Girls (9)
Excellent	0	0
Good	3	3
Fair	11	6
Poor	0	0

Table V

RESPONSES TO, "WHAT DO YOU PLAN TO DO WHEN YOU LEAVE HIGH SCHOOL?"
BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

I Plan to:	Boys (14)	Girls (9)
Go to College	5	4
Go to Trade School	4	0
Go to Business School	1	3
Go to Work	4	2

Table VI

OCCUPATIONS OF FATHERS OF
TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADERS

Father's Occupation	Boys (14)	Girls (9)
Unskilled Laborer - Dry Cleaners	1	
Salesman	2	1
College Professor	1	
Janitor	1	
Truck Driver	2	
Factory Worker (unskilled)	3	1
Bartender	1	
President, Small Firm	1	
Factory Worker (skilled)	2	4
Public Relations		1
Not Working		1
No Father		1

Table VII

PERCENTAGES OF MAXIMUM TOTAL SCORES OBTAINED FROM EACH CATEGORY ON MOONEY PROBLEM CHECKLIST BY TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS

		HPD	FLE	SRA	SPR	PPR	CSM	HF	MR	ASW	FVE	CTP
(14)	Boys	8	13	8	14	12	11	7	8	33	18	12
(9)	Girls	12	17	12	12	13	9	16	11	20	11	6
(23)	Average	9	14	10	13	12	10	11	9	24	15	10

Health & Physical Development (HPD)
Finances, Living Conditions, Employment (FLE)
Social & Recreational Act' (SRA)
Social-Psychological Relations (SPR)
Personal-Psychological Relations (PPR)
Courtship, Sex, Marriage (CSM)
Home & Family (HF)
Morals & Religion (MR)
Adjustment to Schoolwork (ASW)
Future: Vocational & Educational (FVE
Curriculum & Teaching Procedure (CTP)

Table VIII

SECURITY-INSECURITY INVENTORY PRE- POST-TEST RESULTS OF TWENTY-TWO LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS USING A SIGN TEST WITH OBTAINED DECILE SCORES AT END OF ONE YEAR OF COUNSELING

Subjects	Changes Toward Less Security	Changes Toward More Security	No Change	N	Significance Level
Boys + Girls (22)	11	7	4	18	.240
Boys (13)	7	2	4	9	.090
Girls (9)	4	5	0	9	.500

Table IX

CALIFORNIA PSYCHOLOGICAL INVENTORY PRE- POST-TEST RESULTS OF TWENTY-TWO LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS USING A SIGN TEST WITH OBTAINED STANDARD SCORES AT END OF ONE YEAR OF COUNSELING

	Changes in Negative Dir.	Changes in Positive Dir.	No Change	N	Significance Level
Dominance	14	7	1	21	.095
Cap' for Status	15	6	1	21	.039
Sociability	12	8	0	20	.255
Social Presence	10	12	0	22	.416
Self Acceptance	10	11	1	21	.500
Sense of Well-Being	7	11	4	18	.240
Responsibility	11	11	0	22	.548
Socialization	12	7	4	19	.180
Self-Control	11	9	2	20	.412
Tolerance	9	12	1	21	.332
Good Impression	16	3	3	19	.02
Communality	6	13	3	19	.084
Achiev' via Conformity	17	5	0	22	.013
Achiev' via Independence	9	10	3	19	.500
Intell' Efficiency	12	8	2	20	.255
Psych Mindedness	11	8	3	19	.252
Flexibility	5	13	4	18	.048
Femiminity	9	12	1	21	.332

N = 13 boys
9 girls

Table X

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS USING A SIGN TEST (ONE TAIL)

	Neg. Dir.	No Change	Pos. Dir.	N*	Sign. Level	
A. Changes in Self-Concept Fall '62 - Spring '63 Experimental Group	- 12	0 3	+ 9	21	.332	The self-concepts of students in experimental group tended to go down while the self-concepts of students in control group went up. However, neither group changed significantly.
Control Group	6	7	12	18	.119	
B. Changes in Importance of Grades Fall '62 - Spring '63						The importance of grades tended to go down in both the experimental and control groups.
Experimental Group	14	4	6	20	.058	
Control Group	12	8	5	17	.072	
C. Changes in GPA 6/62, 8th grade - 6/63, 9th grade						Changes in GPA from Spring of '62 to spring of '63 tended to go down in both groups. However, neither group changed significantly.
Experimental Group	11	5	8	19	.324	
Control Group	11	4	10	21	.500	
D. Changes in GPA 6/62, 8th grade - 1/63, 9th grade						Changes in GPA from spring of '62 to January of '63 tended to go up in both experimental and control groups. However, the changes of GPA in two experimental groups were not significant.
Experimental Group	9	0	15	24	.154	
Control Group	8	1	16	24	.076	

* N does not include no change observations

Table X Con't.

	Neg. Dir.	No Change	Pos. Dir.	N*	Sign. Level	
E. Changes in Perceived Parental Image Fall '62 - Spring '63	-	0	+			From fall '62 to spring '63 both groups went down on the Perceived Parental Image Scale.
Experimental Group	24	0	0	24	.001	
Control Group	25	0	0	25	.001	
F. Changes in Perceived Teacher Image Fall '62 - Spring '63						From fall '62 to spring '63, neither group changed significantly in Perceived Teacher Image. However, the control group tended in the positive direction while the experimental group stayed the same.
Experimental Group	9	6	8	17	.500	
Control Group	6	7	10	16	.227	

Table XI

COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS DURING AND AFTER ONE YEAR OF COUNSELING (CORRELATED ÷ AND ÷)

Variables	Experimental N = 24 Cor. t=1.71 .05 one/tail	Control N = 25 Cor. t=1.71 .05 one/tail	$t=\overline{D} - \overline{D}$ .05
General Self-Concept	-.7149	.8851	-1.1158
Total Perceived Image of Parents	-.2021	-.5244	.6484
Total Perceived Image of Teachers	-1.2707	1.2774	1.7067**
Importance of Grades	-2.1524**	-1.3765	-.7275
GPA - 6/62 - 1/63	1.3758	1.8644**	-.5894
GPA - 6/62 - 6/63	-.6989	.1369	.5723

**Significant .05 level

The only significant difference (.05) between the experimental and the control groups was on the variable of Total Perceived Image of Teachers.

Importance of grades went down in the experimental group but followed a trend for all investigations. GPA in control group went up in short period but over year no significant change.

There were no other significant (.05) changes or differences between or within experimental and control groups.

Table XII

COUNSELOR EVALUATION QUESTIONNAIRE ADMINISTERED TO TWENTY-THREE LOW-ACHIEVING, LOW SELF-CONCEPT NINTH GRADE BOYS AND GIRLS AFTER ONE SCHOOL YEAR OF INTENSIVE COUNSELING

Counseling Questionnaire

How would you describe the group sessions you have had with Mr. Hamachek?

	Boys	Girls	Both
1. Very valuable	6	3	9
2. Somewhat valuable	7	6	13
3. Of little value	1		1
4. Of no value			

How would you describe the attitudes of the rest of the kids in this counseling group toward Mr. Hamachek?

	Boys	Girls	Both
1. Very favorable	2	2	4
2. Fairly favorable	8	2	10
3. Average	4	5	9
4. Slightly unfavorable			
5. Very unfavorable			

What do you think about the counseling sessions you have had with Mr. Hamachek?

	Boys	Girls	Both
1. Never want to miss them	7	4	11
2. Seldom want to miss them	6	4	10
3. Don't care whether I attend or not	1		1
4. I'd prefer not to attend		1	1
5. I dislike attending			

How would you describe Mr. Hamachek's attitude toward you?

	Boys	Girls	Both
1. Very friendly and helpful	14	8	22
2. Just so-so--not real friendly, but not unfriendly either		1	1
3. Kind of unfriendly			

Would you like to have Mr. Hamachek as a counselor again?

	Boys	Girls	Both
1. Yes, very much	13	7	20
2. Yes and no--I really don't care whether I do or not		1	1
3. No, definitely not	1	1	2

Table XII Con't.

How would you describe Mr. Hamachek's attitude toward you?

	Boys	Girls	Both
1. Serves as a real inspiration to achievement	9	4	13
2. Stimulates me to improve	4	3	7
3. Contributes little to my development or improvement	1	2	3
4. Discourages and depresses me	-		

NOTE: If all youngsters had marked number "1" on all objective questions, the best possible average score would be "6". The worst possible average score would be "24", if the last response were chosen for all questions. Following are the combined and by sex averages:

Average score obtained from 14 boys = 8.9

Average score obtained from 9 girls = 10.0

Combined average of girls ÷ boys = 9.3

(Four pages of subjective questions followed this objective appraisal which are not included here.)